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ABSTRACT

A proposal for a personal adjustment program for visually handicapped students is described to contain three primary components: the ongoing curriculum which encourages techniques of modification and application of the presently existing regular curriculum to the needs of the blind; the extended school program which provides out-of-school services as an additional, compensatory aid to the handicapped children; and a summer session to be offered throughout the high school years. Personnel needs are suggested to include braille teachers, mobility instructors, the classroom teacher of a specialized subject who will integrate the visually handicapped into the regular classroom, and personal adjustment teachers. Suggestions of teacher roles and qualifications, and the development of summer teaching training institutes are noted. Activities and financial implications of the three primary components of the program are discussed. General recommendations for program policy and further study are enumerated. (RD)

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A PROPOSED PROGRAM OF PERSONAL ADJUSTMENT FOR VISUALLY HANDICAPPED PUPILS

A Study Conducted As An E.S.E.A. Title VI Project

under the direction of

The Division of Special Education

Cincinnati Public Schools

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I
INTRODUCTION

This report is what the Consultant believes to be the best possible plan for a Personal Adjustment Program for visually handicapped pupils in the Cincinnati Public Schools. There is at the present time no model program which can serve as an example. The proposed program, therefore, is based on evaluation of the various ways in which communities that recognize the personal adjustment needs of blind children are attempting to deal with them. We have extracted from these solutions the values applicable for us, and applied them to our concept of the responsibilities of the public schools to the education of visually handicapped children.

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II
CONFRONTING THE PROBLEM

In 1968, under a Title VI grant, the Cincinnati Public Schools authorized a study which recommended the Orientation and Mobility Program now part of its curriculum. The final recommendation of that report was: Cincinnati Public Schools should undertake a study of training in personal adjustment and daily living skills for visually handicapped pupils with a view toward developing an extension of its Special Education program.

The 1968 report stated: "A blind person's ability to move about independently is almost inseparable from his level of personal and social behavior, but blind children are severely limited by a lag in functional development created by experiential deprivation. These children have a great need for intensive training and concrete experiences in what to others are the commonplaces of everyday life. Many school systems have begun to recognize the responsibility of public education to offer the blind child opportunities for growth and development in what are called 'personal adjustment' and 'daily living skills.' Training in these areas is generally offered to adults through rehabilitation services. For the blind child, however, delay even until adolescence severely restricts his ability to utilize to the fullest opportunities which a public school system offers, and in turn limits realization by the school system of the total objectives of a Special Education Program."

Public education for blind children, as for sighted, has always been primarily concerned with academics. This is, of course, appropriate, but for the blind child it is not enough. His blindness is a disability; the degree to which he becomes handicapped

depends upon the detrimental effects of that disability on his functional level. For this reason the educational system, with its ongoing and intimate relationship to the daily life of the child, holds basic responsibility for his total development toward his own potential. Public school programs have always demonstrated a flexibility directed toward current recognizable needs as they became apparent, such as vocational training programs, college preparatory programs, separate developmental track programs. It is now becoming imperative that we invoke that flexibility for the benefit of our visually handicapped pupils to remedy the deficit suffered when the most commonly used avenue of educational input, sight, is totally absent or severely limited.

It is essential, however, not to be trapped by either of the extreme stereotype expectancies for blind children, that they are geniuses endowed with extra-sensory personal radar, or bumblers on whom learning opportunities are wasted because they will never progress beyond static helplessness. What is true of the sighted student body is true of blind pupils -- we have gifted blind children who do seem to develop well ahead of our skills in guiding them, and slow learners who elude all known methods of reaching even the most elementary proficiency levels. Although our aim must be to work with each child individually according to his present level and his own rate of progress, our total program should be addressed to that large group of pupils who operate in the middle category of "average," whose achievements may be modest but whose needs are nonetheless real.

At the outset we must recognize what is meant by a "personal adjustment program." Basically it is compensatory, to develop perceptual, cognitive, physical and manual functioning for those whose visual loss has denied them this primary information source and the corrective feedback of vision. One authority in the field of education and habilitation for blind youth has said "When a blind person leaves school he should be in full control of himself and his environment. It should not be necessary for him to need the services of a rehabilitation agency except for vocational purposes." While this is perhaps an overly optimistic concept, with standards many sighted children could not meet, it remains a valid ultimate goal. Within the framework of individual capacities, aptitudes, interests and needs, a complete curriculum for visually handicapped pupils should include these areas of "personal adjustment:"

1) Orientation and Mobility
   - body image and spatial concepts
   - following sighted guides
   - cane techniques
   - travel in familiar environment with known obstacles
   - travel in unfamiliar environment, crossing streets, using public transportation

2) Physical Education and Recreation
   - calisthenics
   - gymnastics
   - swimming
   - wrestling
   - dancing
   - running, skipping, jumping, climbing
   - games with techniques adapted for the blind
   - fullest possible muscular development for body awareness, coordination and control

3) Home Economics and Management
   - handling of large and small cleaning and kitchen appliances
   - cutting, pouring, measuring
   - menu planning
   - simple food preparation
   - food care and storage
   - table setting
   - after-meal cleanup processes
   - bed-making
   - everyday household cleaning
   - sewing and mending (scissors, needle threading, stitching, buttons)

4) Home Mechanics
   common home maintenance and repairs
   simple electrical and plumbing operations and repairs
   care and handling of tools

5) Personal Hygiene and Grooming
   selection, care and labeling of clothing
   personal laundry and ironing
   care of nails and hair
   application of cosmetics
   shaving
   dressing (tying shoelaces, hooks, snaps, buttons, zippers, neckties, belts, bows)

6) Daily Living Skills
   eating techniques and table etiquette
   dialing telephones, placing long distance calls
   reading braille watch
   identifying and handling coins and paper money
   personal banking operations
   participation as consumer in purchasing transactions
   operating keys and locks
   retrieving dropped objects
   automobile passenger behavior

7) Communications Skills
   braille
   typing
   abacus
   note-taking (slate)
   letter writing
   signature writing
   shaking hands
   making introductions
   personal verbal communications and socializing
   entering and participating in group conversations
   requesting help when needed
   accepting or refusing help when offered

8) Community Awareness
   utilizing cultural, business, and social establishments of the community for experiences which can reasonably be expected to become part of everyday life
   one-time experiences for learning by doing, feeling, participating
   job visitations to bring work opportunities into realistic perspective
   discussions of vocational possibilities with blind adults in specific fields of employment

The list of these seemingly commonplace activities could be endless, comprising as it should all the simple operations of daily living

that are known and incorporated into the totality of the sighted high school graduate with only minimal scheduled training. At first consideration it might appear that these are areas of home and parental responsibility, but such a conclusion does not take into account the true losses of blindness -- observation and motivation. Observation is perhaps the greatest reinforcement to the learning process. We learn by watching others do things, and we see encouragement and approval on their faces. The approval of others is not easily communicated to the blind child, and there is little intrinsic satisfaction for him in meeting many of the demands made upon him. Motivation is especially difficult to instill in a blind child Behavior which is satisfying to him often makes him unacceptable to a sighted world whose standards have no gratification and little value for him. For example, he is constantly admonished to stop "blindisms" such as rocking, rubbing his eyes, mumbling to himself, because these mannerisms are not attractive. For the blind child, however, they fill a sensory void for which the words "it doesn't look nice" have limited substitution value.

Certainly parents of sighted children are not always successful in all areas of personal adjustment for them, but taking into account the learning differences it is easy to understand why parents of blind children may falter and fail them more frequently. The sighted child can be shown, but the blind child must be taught, and such instruction is a function of the educational system and its professional teaching staff.

RECOMMENDATION:

The Cincinnati Public Schools should assume responsibility for personal adjustment training for visually handicapped pupils in its program.

III
CONSIDERING THE SOLUTIONS

In our 1968 report recommending and Orientation and Mobility program we pointed out the difficulties of introducing a great number of simultaneous changes into an ongoing school program. The same conditions obtain for the development of a Personal Adjustment Program.

The one aspect that is most vital to understanding both Personal Adjustment and Orientation and Mobility is that neither can be considered as a separate compartmentalized aspect of the life or learning process of the blind child. Both are inextricably woven into the daily lives and learning patterns of the individual from his infancy, and continue to be so at all developmental levels. It is this continuing yet varying need that gives the administrators the freedom to choose all or parts of several solutions to the problems of personal adjustment, as they work toward an ideal program. As communities endeavor to meet the need each will develop different plans according to the conditions of its blind population, the responsibilities as they view them, and the resources available to them. While it is appropriate and valuable that other available community resources be utilized to the fullest in creating a complete and meaningful experience, we believe that the schools should take the initiative and the Personal Adjustment Program should be regarded as part of the total educational process.

Understanding the conceptual and experiential deprivations of the blind child, the impossibility of separating a Personal Adjustment Program from his daily life, and the desirability of cooperating with all available resources, we believe that the ideal Personal

Adjustment Program should have three components:

THE ONGOING CURRICULUM

THE EXTENDED SCHOOL PROGRAM

THE SUMMER SESSION

1: The Ongoing Curriculum

The school curriculum as it now exists already contains many of the elements of a Personal Adjustment Program, we are simply not using them in the best interests of our blind pupils. We have courses in Physical Education, Home Economics, Industrial Arts, Typing, Personal Adjustment and Family Living, Health and Hygiene, Art, and many more. We have a tremendous investment in space and equipment to allow us to conduct these courses, but almost universally when a blind child is assigned to them he is relegated to the sidelines. Except in a few instances where such a course has a text that can be reproduced in braille, large type or tape recording, the blind child is an enrollee but not a participant. We give him a minimum exposure to the materials of the course, absolve ourselves with excuses that he couldn't do the work anyway or that he might physically hurt himself if he tried, move him along with a passing grade, and then rest uneasily with the private knowledge that with the best of intentions we have nevertheless done him a disservice. We can no longer sweep this kind of negative treatment under the educational carpet. If we will recognize the situation and open these courses to their most realistic possible usages for the blind child we will have taken the first step toward incorporating a true Personal Adjustment Program into our ongoing curriculum.

2: The Extended School Program

For the blind child the school day is taxing and arduous. He must put forth extra effort to move between his classes, manipulate his individual materials and equipment, and prepare assignments for the following day. In addition to his academics he is receiving orientation and mobility training. He has neither time nor energy to do substantially more than this within the framework of the present daily school schedule. The mastery of skills of personal adjustment, however, cannot be accomplished entirely by the better utilization of those courses listed as part of our curriculum. Some school systems have formulated out-of-school programs for more intensive skills training, socializing experiences, and field trips for concretizing concepts. The emphasis of activity is determined by the needs of the blind children individually and as a group, and can be changed from year to year and even within any given year. We believe that such a program should be established by the Cincinnati Public Schools as a compensatory necessity for the development of the blind child into a confident, contributive citizen.

3: <u>The Summer Session</u>

For a number of years rehabilitation agencies and residential schools for the blind have offered college preparation crash programs to high school seniors. With the new view of our responsibilities to a blind child's total education, however, we see a summer session as a reinforcement and expansion of what is offered during the school year in Orientation and Mobility and in Personal Adjustment through both the Ongoing Curriculum and the Extended School Program. The summer session must include the many children who are not college-bound, and it should be offered during the high school career rather than at the end of it.

Short-term programs have been called "short term in value as well as in time," but as a part of the total educating process from which the child returns to our school system and continues to have supervised usage and practice of what he has learned, this short term program should have a definite place in our planning.

Ongoing Curriculum, Extended School Program, and Summer Session --- these, then, comprise an ideal program of Personal Adjustment for blind children. The three phases can be considered as arcs forming a complete circle, each moving in and out of another. They overlap in planning, in personnel, and in operation, and at times one may take priority over another because of shifts in age or placement of a majority of the blind pupils, or due to conditions of administration, personnel training, or school calendar scheduling.

The Personal Adjustment Program may appear to be peripheral, unattainable, or unworkable. It need not be any of these, however, if we will surrender all previously held concepts of rigidity in curriculum demands, and appreciate instead that we have the opportunity for an evaluation of the complete curriculum for the visually handicapped. The persisting life problems curriculum for slow learners in our school system has been well defined and developed. It is time to direct the same creative thinking toward an approach to curriculum for the blind. We have frequently adapted individual courses without applying an overall perspective to the fundamental purposes of education for the visually handicapped. As our general curriculum tended more and more toward the academics which are valuable for the increasing number of high school graduates who attend college, that same intensification has made the curriculum decreasingly meaningful and useful to the blind. We have not asked ourselves where most of our blind are going, what they are going to do or be when they leave us, and how we are really preparing them to meet appropriate goals. The college bound blind child is usually quickly identifiable, and educational and other community resources serve him quite well. This is partly due to his own innate

brightness, and partly because he is the glamorous "acceptable" pupil-client for most of the helping personnel with whom he deals. The majority of our blind population, however, is not college material, and we are permitting these pupils to waste too much of their school time. We are, in effect, propelling them through a system in which much of the material presented is not relevant to their present situation or to their future. Educators may disagree about what should be omitted from the present curriculum to make room for more significant material, but most are agreed that some of our general courses are irrelevant and not only should not be required, but in the case of certain electives should not even be permitted. For example, much of the mathematics requirement of our present system is for the blind child a course in make-believe, having no basis in concept, and no practicability in application. How much more valuable it would be for him to have instead a course in consumer math as he will need to think it and use it throughout his life. How much more important to him would be a period for learning effective use of the abacus than struggling with a scheduled math in which concepts and symbols are difficult, unrewarding, and unnessary to his life. Too frequently in the name of blind education we have entangled ourselves in bustling activities with decreasingly positive results. With the introduction of a Personal Adjustment Program we have the opportunity to step out of ourselves, recognize the challenge, and accept the obligation of giving real preparation to our blind children so that they may take a proper place in the world as it is.

A shift to the persisting life problems approach carries with it, too, the need to re-think our system of credits and grading for blind children. In this context all aspects of the Personal

Adjustment Program should have full credit status. For example, a period of the day for the visually handicapped to meet as a group for discussion of mutual problems should not be considered merely enrichment or an extra study period, but a properly credited period of learning as compensation for the deficit functioning of blindness. Abacus skills, for example, could substitute for other math credits. Additional periods for prerequisites or special help in any of the Personal Adjustment areas should carry credit, and additional credit should accrue when extra time is devoted to any course or area of study. This is vital if we are to give the Personal Adjustment program the dignity and value it must have. To be effective it must be mandatory upon the pupil for his promotion and ultimate graduation; it must merit the usual grading and credit system for all of its components; and it must be considered at all staff levels as an integral part of the Special Education program.

We do not for a moment suggest that early decision on a child's goals or potential should be made and adhered to throughout his school years; on the contrary, re-evaluation by the teacher-team should take place each year. This is essential so that we do not prevent a child's graduating with the qualifications for continuing his education if this shift in goals should present itself, nor that we insist upon continuing academic emphasis when pre-vocational skills emerge as a more clearly defined need for the individual.

RECOMMENDATION:

The Cincinnati Public Schools should develop a Personal Adjustment Program consisting of the following three parts:

1) Ongoing Curriculum

2) Extended School Program

3) Summer Session

RECOMMENDATION:

The curriculum for visually handicapped pupils should be re-evaluated and the requirements for graduation be studied with a view toward allowing credit for adapted courses.

IV
THE PERSONNEL

Up to this point we have recognized some of the assets already existing in the school system for developing a Personal Adjustment Program --- subject courses, physical plant, equipment and materials --- but we have not mentioned the most important asset of all, the teacher. The role of teachers in such a program is so crucial that it must be understood thoroughly before we can begin to examine the operation of the program itself.

Although the activities of the teachers may overlap considerably within the program and from one phase of it to another, we shall separate them here in order to delineate their positions. For identification we divide them into four categories:

the braille teacher: the specialist teacher trained in braille and methods of teaching communications skills to the blind, who is either a resource room or itinerant teacher, who has frequent regular contact with the pupil, who has worked with him and his family for the longest time and probably knows him better than any other of the school personnel.

the mobility teacher: (O&M teacher) the specialist teacher of orientation, mobility, and cane travel, who is responsible for the O&M program for our visually handicapped pupils.

the classroom teacher: the specialist teacher of separate school subjects or grade levels who has a visually handicapped child assigned to her class.

the personal adjustment teacher: (P.A. teacher) the specialist teacher who has had training in the specifics of adapting skills of daily living and other related methodologies for the blind.

In the Orientation and Mobility Program all teachers having contact with the blind child must work with him knowledgeably to reinforce what is being taught to him by the specialist O&M teacher.
The same is true for the Personal Adjustment Program, and as in the O&M Program, responsibility for the coordination of the plan in its entirety must rest with the specially trained person, the P.A. teacher.
How shall the P.A. teacher be selected and trained? We believe very strongly that for a public school program the emphasis must be on the word "teacher," and we believe this for the same reasons that we trained an experienced public school teacher to become our O&M specialist. A teacher will:

1) know how to teach children

2) understand the structure and scheduling problems of a school system

3) be experienced in dealing with teacher-colleagues and staff personnel on a cooperative basis.

Further, a teacher who has been an employee of our schools with its established system of salaries, tenure and pension presumably will wish to continue to live in the community in which he already makes his home, and so be most likely to remain with us after he has received his special training.
We believe that the best background for this candidate is prior training and experience in occupational therapy with children. This seems especially valid bacause of indications that we may expect more multi-handicapped and rubella blind children in the future, and an OT background may be not only desirable but actually necessary in dealing with them. The best possible candidate for P. A. teacher, therefore, will be someone already in the employ of the Cincinnati Public Schools, who has an OT

background, and who has the personal characteristics to work well with blind children: patience, imagination, and common sense. His abilities to adapt, experiment, innovate and create are as fundamental to his success in the work as his formal training in skills

We are well aware of several teachers college programs to train rehabilitation teachers to instruct adventitiously blinded adults However, the concept of the role of the Personal Adjustment Teacher in a public school program is different from the role of such a rehabilitation teacher Acknowledging this, a director of one of the best known programs for teaching rehabilitation teachers wrote: "It is our opinion that the approach to teach a newly blinded adult is considerably different from teaching a congenitally blind school-age student."

The O&M and the P A teachers will be working closely together in allied fields, and their specialist training should help them to share a similar view of working with blind children. Therefore, to train the selected O T. to become our P.A. specialist, we look to the Industrial Home for the Blind, where our Physical Education teacher was trained to become our O&M specialist. We choose IHB again because of the overall philosophy they represent in training blind children, and for the opportunity they offer for intensive on-the-spot teaching experience The total involvement approach of the IHB program for children, with its in-school training, its cooperation with the public schools in evening sessions, and its supplementary Saturday program, most nearly approximates two phases of the ideal plan we recommend --- the Ongoing Curriculum and the Extended School Program. Exposure from the outset to this multi-level approach seems most appropriate for the coordinating position our P.A. teacher will assume.

Let us now examine the relationship of all the teachers to the

P.A. Program: the P.A. teacher, the O&M teacher, the braille teacher, the classroom teacher. We believe that it is wrong to separate the blind child from his peers for each of the services necessary to his education, with the exception of those areas relevant only to blindness. Our aim should be to keep him in the mainstream wherein he receives as many services as possible from the usual channels available to his sighted classmates, and is not continually segregated within the very institution in which we have placed him for the values of socialization and learning to live in a sighted world. There are two ways to achieve this: 1) develop greater and more extended skills in our specialists in the education of the visually handicapped, the braille teacher, the O&M teacher, the P.A. teacher; and 2) ensure that these specialists will share attitudes and provide information for those in other professional disciplines --- the classroom teacher, the school counselor, the psychological and aptitude testers and other staff personnel to whom the blind child should turn as the sighted child does.

There has always been some dichotomy between classroom and braille teachers in the junior and senior high schools. Unquestionably the most qualified teacher for subject material at these levels is the classroom teacher who not only knows her subject best but also has had experience in presenting it. She does not, however, have special skills for giving this same material to the blind child and helping him to understand it. The braille teacher who does possess these skills cannot, on the other hand, be expected to be expert in all the academic specifics of grade 7-12. There is a tendency on the part of some classroom teachers to make only

the minimum effort to bring the course material to the blind child, in the hope and belief that the braille teacher will bridge the gap she knows she is leaving. We believe it to be more in the interests of the blind child that the classroom teacher should, to the fullest extent possible, teach her subject to the blind pupil, and that the braille teacher should be free to assist the pupils with those learning problems and skills that are particularly related to his blindness. This is a growing philosophy in public education for blind children, and it carries with it two very clear implications: 1) the braille teacher will be able to interest, orient, assist, even inspire the classroom teacher to become in reality the same bona fide teacher of her subject to her blind pupil that she is to the sighted; and 2) the blind pupils will be centralized in fewer schools so that we may select and develop fewer classroom teachers to deal with more blind pupils, allowing the braille teacher to devote herself more fully to the visually handicapped pupil in terms of managing his blindness.

The classroom teacher will, in effect, be getting her initial training from the braille teacher. This presupposes a willingness of the classroom teacher to accept the challenge of the blind child, and an ability of the braille teacher to communicate her own enthusiasm and involvement with the realistic expectancies of the blind child's potential. Classroom teachers who have already successfully taught blind children should be invited to participate in this training plan, sharing their experiences of achievement as well as frustration, defining the problems, and suggesting solutions and techniques they have employed.

There are special teacher training courses for Personal Adjustment, some directed toward the classroom teacher who has visually handicapped pupils assigned to her and others geared to additional specialized skills for the braille teacher. The Ohio Department of Special Education has offered excellent summer workshops, including two in the summer of 1969 attended by some of our teachers of visually handicapped. We should explore with the State Department of Special Education the feasibility of developing summer Training Institutes especially designed to meet the challenges of this emerging program. Short term courses for teachers and opportunities to observe are offered at several rehabilitation agencies, including Cleveland Society for the Blind, Arkansas Enterprises for the Blind, and Greater Pittsburgh Guild for the Blind. American Foundation for the Blind will provide consultative educational service of their specialists to give training sessions in specific areas of personal adjustment skills. Certain universities will send a visiting professor during the school year for In-Service training of classroom teachers, and this not only affords them a broad spectrum of special education, but also the value of training during the time they actually have the blind pupil in class. Some universities will also give a similar course on a one-week crash basis, although it must be kept in mind that short term exposure will have limited value in developing the positive attitude so necessary for the classroom teacher if she is to be successful. It would be impossible at this juncture to recommend any single training course or combination since there are so many variables, including the introduction of new courses, changes in location, available stipends, teachers' previous experience and areas of special interest.

There has always been a wide range of courses from which to choose, and a selection should be determined by the requirements of our program.

The mutuality of effort in the advancement of education for the blind child demands the highest possible level of communications among our teachers. There will always be shifts in balance effected by the strength or weakness of any part of the teacher-team, and the needs of the blind pupils enrolled at any given time. The division of activities and responsibilities, the intermingling of skills, and the cooperation among our teachers is at the heart of the Personal Adjustment Program, and will determine its success or failure.

RECOMMENDATION:

Cincinnati Public Schools should select someone from its staff and send him to be trained at the Industrial Home for the Blind as a Personal Adjustment teacher. This staff member must have the necessary qualifications to work well with blind children, a background in occupational therapy, and teaching experience.

RECOMMENDATION:

Cincinnati Public Schools should explore with the Ohio Department of Special Education the development of summer Teacher Training Institutes especially designed to meet the challenge of implementing the Personal Adjustment Program. An Institute should be planned for the summer of 1970, and others designed in the future to meet the needs which develop as the program progresses. To prepare them for their roles in the Personal Adjustment Program, teachers of the visually handicapped, classroom teachers of relevant subjects,

principals and counselors should receive training not only at these Institutes but in other appropriate courses and workshops.

Note: This brings to the forefront a problem longstanding because it has been so difficult to solve: the necessity of assigning blind children to their classes before the end of June. In the summer of 1969 two In-Service courses were held but not every teacher who would have benefited and should have attended could be invited because the Division of Special Education did not know all of the teachers who would be assigned visually handicapped pupils in September. In the Personal Adjustment subjects many of the training courses are scheduled for the summer, and it is desirable that this be so, but the existence of courses will be of little value if it is not known which teachers should attend them.

V
THE ONGOING CURRICULUM

The operation of a Personal Adjustment Program incorporated into the ongoing curriculum of the Cincinnati Public School system will begin, of course, with the judicious selection of a member of the CPS staff with an OT background as described in the previous section, and referred to as our Personal Adjustment, or P.A., teacher. Prior to taking the IHB training program, the P.A. teacher should spend several weeks in preparational activities, as follows:

1) Confer with the Director of Special Education to:

   a. become familiar with general functional problems of visually handicapped pupils in the public school setting

   b. learn about our visually handicapped population as a group, and the implications of the census as well as the waiting list

   c. discuss the inter-relatedness of the O&M and P.A. programs at all levels of administration and operation, recognizing both separation and overlap of responsibilities and duties

   d. meet with supervisors of subject material to explain the Personal Adjustment Program plans to them, and discuss the role of the classroom teacher

2) Meet with braille teachers and O&M teacher to:

   a. discuss their views of functional problems of visually handicapped pupils in the public school setting

   b. become familiar with the Personal Adjustment needs of blind children, including any known solutions to present problems

   c. understand the problems of the classroom teachers who have visually handicapped pupils assigned to them

3) Visit schools to:

   a. observe visually handicapped pupils in action at all levels

   b. become acquainted with courses in those subjects which will become part of our Personal Adjustment Program (Physical Education, Home Economics, Industrial Arts, Typing, Health and Hygiene, etc.)

c. observe classroom teachers, as suggested by the O&M teacher and braille teachers, who have developed any special techniques for offering subject material to our pupils, and those who might be best suited for adaptive training

4) Discuss with the agency providing social services to our O&M program the role of the agency in the P.A. Program, and the goals of this service for pupils and parents

5) Read a selection of background material on blindness, personal adjustment needs, present programs, and the results of programs and studies previously conducted

After completing the IHB training, the P.A. teacher assumes responsibility for the Personal Adjustment Program in the same way that the O&M teacher manages the Mobility Program. Since we cannot predict now at what point in the school calendar operations can actually begin, we shall suggest the various steps toward realization of the program without an actual time-table.

First, it is obvious that we are entering too late to be of significant help in the training of our oldest blind pupils; for them the best we can offer is a "band-aid" type of help based on our awareness of their most pressing individual needs and our new ability to respond to these needs. Subsequent planning, however, should begin with an in-depth study of our visually handicapped school population, in consultation with the braille teachers and the counselors.

It is essential to recognize each pupil individually in terms of what he should be scheduled for the next year and getting him ready for that assignment. This preparation program is similar to the pre-cane program of body image, vocabulary and concept that is largely the responsibility of the braille teacher under the direction of the mobility teacher. Individual program planning must be preceded by a proper determination of the levels of functioning of sighted children according to age and grade groupings. From this an adjustment of expectation should be made for the visually handicapped pupils, again

with the experience and insight of the braille teacher who knows him best. For example, if sighted children in first grade are expected to remove their outer garments and hang them in a coat closet, than a blind child with no other disability could be expected to do exactly the same. On the other hand, if a sighted 7th grader should move quietly and efficiently through a cafeteria line, it is obvious that the blind 7th grader will need modification to the extent of operating with a sighted companion and/or learning extra skill in verbal communication with the servers. Moving through a cafeteria line, therefore, might not become an operative skill for a blind child until a later grade level than it is for the sighted child. Evaluation and goal setting so that personal progress programs can be created is an ongoing process. Using junior high school as the logical demarcation point for scheduling of particular subjects, it is quite possible that decisions may be made in some cases to delay offering a blind child a particular course at the usual grade level. Additional time may be needed to enlarge his framework of concept and vocabulary in order that he may be able to receive the course material usefully as a participant. Such delays can be considered remedial in the sense that they provide the pre-requisites for the Personal Adjustment Program in the upper grades, and it is in this light also that the younger blind in grades K-6 should be prepared and evaluated.

The P.A. teacher will be responsible for staff planning with the braille teachers to establish their roles, especially in their daily contacts with the classroom teachers. It will be the P.A. teacher's responsibility to give the classroom teacher the special adaptation for her subject skills, but it will be the braille teacher's more frequent contacts that maintain the specifics and encourage the

confidence of the classroom teacher in her ability to fill her newly expanded role.

There emerges here the question of whether the introduction of a new person, the P.A. teacher, may upset the functioning apple cart that now exists in our program for visually handicapped pupils. We have already placed certain overall responsibility in one specially trained person, our mobility teacher, because O&M is undeniably a special skill. The Personal Adjustment teacher occupies a parallel position although the Personal Adjustment Program is more closely woven into the pupil-teacher relationship and to the entire operational school day. Unless the total program is accepted in this light, both braille and classroom teachers may have an erroneous view of the P.A. teacher as an unnecessary figure because he is not teaching as many children as directly as they do. The utmost cooperation among all teachers is needed to develop and operate the program, and this we see as possible only if all participating parties understand the program and its aims from the beginning, and collaborate in its planning and the training for it at every step. In its ultimate operation the separation of duties will become clear.

As we have said, the braille teacher should be freed to assist the pupil in those learning problems and skills that are particularly related to his blindness, and the inclusion of the Personal Adjustment teacher on the staff will make this possible. Another way of accomplishing this should be the assignment to the P.A. teacher of what we call "counseling cases," those legally blind pupils whose degree of disability does not require extensive specialized teaching skills or materials, but who do need adaptive help in areas of personal adjustment.

P.A. and braille teachers will plan orientation meetings or In-Service courses for classroom teachers, but these should be held only after the start of the school year when we know that our efforts are being directed toward the classroom teacher who actually has a blind child assigned to her. These meetings with the classroom teacher should give her background in the conditions and problems of blindness, the deficits it creates, and why the P.A. Program is necessary. Information about the individual child will come, of course, from the braille teacher, while the P.A. teacher gives help in adapting specific curriculum activities for the visually handicapped.

The Personal Adjustment Program, naturally, will need to be interpreted to parents, and introducing and describing it is an administrative responsibility. Parents will have to be apprised of the change of Cincinnati Public Schools' goals in this area. Their cooperation should be enlisted in reinforcing learned skills by extending home permissiveness and realistic household demands where applicable to the child's learning and development in any given skill. As in the O&M program, we know that the successful student is the one whose parents hold a realistic view of his potential, genuinely want him to achieve independence, and will create a home atmosphere conducive to the practice and use of the techniques the child is mastering. As the child grows, the values of his peer group in assessing him as an individual begin to influence him, and he becomes in effect an ambassador of the Mobility and Personal Adjustment Programs to his family. In this way, and with assistance from our affiliated social service agency, the resistance of the parents may be re-channeled into acceptance, hopefully even a welcoming, of their child as a properly functioning

and performing human being. Parents have not heretofore demonstrated an eagerness to participate in programs for their blind children, in Cincinnati or elsewhere. It is disappointing and discouraging to find this lack of cooperation at all levels --- transportation of the child, attendance at meetings, providing situations at home for carry-over of learned skills --- but this must not deter us from our commitment to the educational program we endorse.

Further, there is the broad and vital need to interpret the program for the general community. This is primarily a public relations function, but one which Special Education must undertake if we are to give meaning to the social integration and pre-vocational aspects of our hopes for our pupils. The introduction of two new programs, Mobility and Personal Adjustment, create opportunities to bring Special Education for the visually handicapped to public attention. We do not suggest that this should be done by exploiting the blind child in showing off a particularly successful or appealing individual, but rather that it should be conducted by our professional staff under the supervision of the Director.

Every possible occasion should be taken for our trained Special Education personnel, whose role and program have a proven glamor for the public, to address local community groups --- volunteer, professional, and business. While this may appear to be tangential to the real problem, it is in reality a significant wedge if we are ever to break the constant circle of stereotype images of blindness, lip service to the idea that money donations and agency services are solving all blindness problems, apprehensions of prospective employers about hiring the blind, and reluctance of individual citizens to admit the blind into socializing groups. All these are long-term goals, admittedly, but not to recognize them now would be repeating the same mistake we made when we refused to acknowledge

our secret awareness of our responsibilities in Mobility and Personal Adjustment training in the schools because it seemed more than we could manage, and it was easy to hope someone else would do it.

It may be well here to make some brief observations on the Personal Adjustment Program as it relates to two separate groups of visually handicapped pupils --- the partially-seeing and the slow learners.

We have consistently used the work "blind" to refer to all of our visually handicapped pupils who need special materials for learning, in braille, large type or tape recording, and/or who have some need for training in mobility. This has not been intended to exclude the partially-seeing, but rather to imply that adjustments would be made for their special needs within the implementation of the program. We caution against giving braille or otherwise over-training the partially-seeing in Personal Adjustment programs, since this plays into the fears already present that total blindness may one day develop. It very well may, but to train for its eventuality is too much like saying "some day you may lose your leg, so let's practice walking one-legged now." Rather the emphasis should be placed on using all residual vision to the fullest, and learning only those accommodative skills that are applicable to his present disability.

As for the slow learning blind, Cincinnati Public Schools has already separated them into self-contained units. We recommend that academic demands on this group be terminated as early as possible, and a suitable Personal Adjustment Program be substituted as completely as practicable. It is probable that these youngsters will be employable in low level occupations if their school time has been devoted to Personal Adjustment areas of self-care and the

performing of simple tasks such as identifying, separating and sorting objects. These classes can be titled "work centers," as related to pre-vocational training, and in this way serve the true needs of the blind slow learner for his limited but personally important place in the world after his school years.

RECOMMENDATION:

Under the supervision of the Director of Special Education, the Personal Adjustment teacher should design and implement the Personal Adjustment Program for Cincinnati Public Schools. The Personal Adjustment teacher's responsibilities should include:

incorporating the Personal Adjustment Program into Ongoing Curriculum*

developing each blind and partially-sighted child's schedule, in cooperation with the braille teacher and counselor, in order to bring to him the maximum values of the Personal Adjustment Program throughout his school career. Priority must be given to the oldest pupils, with a flexible master plan for all of the visually handicapped pupils

assisting classroom teachers in special techniques for adapting their subject material for blind pupils

working with the agency providing social service for our Mobility Program in order to bring the Personal Adjustment Program within their sphere of functioning for the benefit of the child and his family

cooperating with the Director of Special Education in interpreting the Personal Adjustment Program to school personnel and to the general public

RECOMMENDATION:

The slow learning visually handicapped should have their academic requirements terminated as early as practicable, and there should be substituted a program with an emphasis on self care, personal management, and modified pre-vocational training.

* for Personal Adjustment teacher's responsibilities in the Extended School Program, see Recommendation on page 42.

VI
THE EXTENDED SCHOOL PROGRAM

The conception of the use of out-of-school time for strengthening the school's Personal Adjustment Program is a fast growing one. The need is being met in a variety of ways in terms of program content, sharing responsibilities with other community agencies, choices of time and place of operation, and personnel. We must explore the possibilities in each of these areas, understanding that various combinations of the components can create a viable program depending on the needs of our pupil group at any given time.

The Extended School Program can be utilized to some extent in a remedial or reinforcing way to bolster the Mobility Training Program, and the Ongoing Curriculum in Personal Adjustment training. Its goals, however, must stretch much further. Its aim for the blind child must be to bring him more sophisticated concepts, increase his socializing opportunities, enhance his self-image, and introduce him to the world of work as it applies to a maturing sense of life and to his own prevocational experience. To understand these goals for an Extended School Program we must for a moment step back and realize that too often we behave as though a blind child's ability to do something must be 100% successful or else he is a complete failure at it. We do not usually set this impossible standard for the seeing child, because we accept the fact that he learns by observation, and gradually. We can live with ourselves as educators who understand that sighted children do not always perform a learned task consistently well, but when a blind child behaves similarly we are inclined to feel that he is not performing at all. The Extended School Program is an opportunity to relax this perfectionist demand upon the blind child and allow him to grow and develop

at a pace more compatible with improving his own self-image than the competition of the classroom can provide. Concomitantly, the leaders of such a program have more flexibility of approach outside the structured school situation, and need not remain overlong with unsuccessful techniques.

The classroom is not a real life situation; it is a place for disciplined learning. The Extended School Program sets up learning conditions with socializing interaction and overlap of skill areas as integral parts. A climate is established in which creative programming is basic, with freedom from curriculum restriction and no class period deadlines. Even the most casual references or tangential occurences can be grasped and utilized for their fullest enriching possibilities.

The isolation of the blind child in many group situations leads to his view that idleness on his part is not only accepted, but expected. He is accustomed to being permitted to remain outside the mainstream of activity, where his usual way of calling attention to his presence is to engage in some inappropriate blindism or make silly out-of-context conversation to himself or others. The Extended School Program demands his attention and participation consistently throughout its activities. Since it is directed only toward him and his special needs, all encounters can be turned to involvement of his mind, his body, and his conversation to a degree he probably has never before known.

The Extended School Program opens new horizons of learning by doing rather than by passive listening. Optimally it should also provide opportunity for reality experience as opposed to learning through tactual aids and models which are only substitutes for originals.

The blind child soon learns that he is considered "good," well-adapted,

and gratifying to his parents and teachers if he acknowledges these media by saying he "understands." The fact is, however, that his so-called understanding is limited to the ability to identify and label the model correctly at some later date, but he may not have any concept of the original in terms of relative size, function, or applicability. For example, he may immediately recognize a model automobile if he has been shown one previously, but to walk around a car and feel relationship of its wheels to its body, its height to its width, is a completely different experience. It is even a mistake to assume that because he has had daily contact with an object he comprehends it --- blind children have been heard to define an automobile as "a sort of sofa that moves." The losses of distant vision can only be compensated to a degree by employing the body as a measuring device, accompanied by skilled description, much the same as the use of hands and fingers are the equivalents of close vision.

How, then, to operate a program of such scope as to bring maximum benefit to all participants? Since there is no curriculum guide, program planning must arrange for interaction between the many separate aspects, so that each meeting day stands by itself as a complete experience in skill-building, concept development, and socializing. For example, the opportunity for mobility practice can be combined with a trip to the grocery store to purchase ingredients for preparation of lunch for the group. The grocery store offers activities in customer behavior, familiarizing with store layout, merchandise choices and values, handling money and dealing with salespeople. The lunch itself involves menu planning, food preparation, table setting, serving oneself, eating techniques, personal etiquette, cleanup procedures and food storage. This

total experience should not be viewed, of itself, as making the blind child proficient in each of the multiple operations it includes. What it does do is give him an opportunity to experience and practice, under skilled observation and guidance, many common activities which have been denied him because of fear for his physical safety, equating blindness with helplessness, and the fact that it is just easier and quicker to do things for him than to help him toward independence. A plus value of an Extended School Program is in the day-long situation that is set up which not only permits but encourages continuing and appropriate socializing conversation, a product of imitation and environment for most people, but a learned skill for the blind.

We should have a variety of "feel trips" for such commonplace experiences as the grocery store illustration, but also as single exposures to develop hitherto neglected concepts which reach most of us by sight. We who see forget how much we take in by the casual gaze, the passing glance, but we have stored this information in our mental computers as part of our personalities to be called forth again when conditions of our culture require it. We must create a similar intake and storage system for the blind child, and the Extended School Program can provide this. For example, one group leader discovered that radio and TV listening had filled blind children with verbal statistical information on football and baseball, but for the most part it consisted of words in a meaningless void. An opportunity to walk around the playing fields, to put on the bulky football shoulder pads or baseball catcher's protective covers and masks, to handle the equipment of the game, --- all this did not make players of them, but it gave reality to an important aspect of American life. The experience of opening a truck tailgate

and lifting a few cartons from a loading platform onto the truck adds a dimension which is completely missing in a verbal explanation of the same action. There is no end of such possibilities for brief encounters with "doing rather than "hearing about."

Depending on ages and interests of most blind children in the group, program emphasis can be both concept building and pre-vocational. Most blind children have very limited information on job futures for themselves, partly because they have only a vague notion of what most jobs entail, and also because they have relatively little contact with blind adults who work. To remedy this there should be planned trips to business establishments that will cooperate --- laundry, bakery, restaurant, post office, hotel office, bank, hospital, factory, broadcasting station, building construction --- with opportunity for manual exploration and participation as frequently as possible.

As part of concept development, professional persons in fields not necessarily open to blind but important to our civilization should be invited to participate in this educational endeavor. Dentistry, for instance, with its plaster models, instruments and equipment is part of our taken-for-granted background ---- for the blind child it must intentionally be made available.

On each meeting day time should be set aside for physical activity, calisthenics, muscle-toning exercises, and dancing as part of the continuing mobility training in a situation conducive to individual attention for each child.

Throughout the country certain professions have offered special personnel to supplement such a Personal Adjustment Program. Helena Rubinstein, for instance, has trained cosmetologists to discuss grooming and teach make-up procedures to teachers. Powers Modeling

Schools offer specialist help in posture, gait, style awareness, and clothing coordination. The American Red Cross will provide skilled first aid teaching. Social dancing instruction is available from Arthur Murray Dance Studios.

Programming must also allow freedom to move in any direction dictated by realistic wishes of the group. These have been known to include such diversities as:

> how to eat pizza and spaghetti
>
> how to manage eating from drive-in trays, with their special packaging of ketchup, mustard, etc.
>
> how to serve oneself from platters and bowls
>
> train rides, airport visits, farm and zoo visits --- but all with meaningful and appropriate participation rather than the usual perfunctory "guide talks"

Realization of the extensive possibilities in devising an Extended School Program returns us to considerations of leadership. The Personal Adjustment teacher should function as director of the Extended School Program, with the mobility teacher and the braille teacher to assist in the program planning. This implies the presence of the P.A. teacher and the O&M teacher at every session. A braille teacher should be available as programming dictates. Regular professional staff should also include one classroom teacher in each of the subject areas involved in the Ongoing Curriculum program, a teacher whose adaptive skills and enthusiasm for working with blind children has been highly developed. These teachers need not be in regular attendance, but their participation should be arranged according to activities planned.

Inasmuch as there should be a ratio of one leader to two participants, the need for para-professionals, volunteers, and peer-buddies is apparent. Community resources for this additional

personnel include:

1) students at University of Cincinnati Teachers College

2) volunteer service organizations

3) Future Teachers of America

4) high school student organizations interested in community service, and willing to commit themselves to consistent attendance

Certainly any person admitted to a participatory position must be screened and trained under the direction of the Personal Adjustment teacher who is responsible for the program. This training will consist of indoctrination to living and working with blindness, acting as sighted guide, and some techniques of daily living skills. Guidelines for training teacher-aides in personal adjustment have been developed and are available. The involvement of these non-professionals is vital. Their presence creates the necessary social atmosphere for personal and conversational reciprocity that exists in the world by virtue of doing things together.
Candidates for the Extended School Program should be chosen from our junior and senior high school enrollment, ultimate selection based on the needs of the individual as evaluated by the staff.

Ideally the Extended School Program should operate on alternate Saturdays during the school year. This permits approximately thirteen meeting days per year, allowing for vacation and exam times. The full day offers uninterrupted sessions with casual flow from one activity to another, individually or as a group, without the arbitrary division of time into pre-determined structured periods. Prolonging the program throughout the year gives it the cumulative benefit of allowing the child time between meetings to review and consolidate experiences, and to practice

new skills. Alternating weeks of meetings has several advantages:

it does not completely remove the child from possible socializing opportunities within his family or neighborhood

it allows some free weekend days for activities of his own choosing --- bowling, swimming, music lessons, other hobby pursuits

it allows time for outside appointments necessary to daily living --- haircuts, medical and dental care, personal shopping

the program will not be regarded by the parent as a regular and convenient parking place for his child

While attendance in at least one year's Extended School Program should be mandatory for graduation and carry full school credit, this should not preclude the possibility that for some children a return for another year's sessions or parts of it may be desirable. This could be because the child himself has reached a new plateau of receptivity, or because of sophisticating elements in the program which were not present during his previous participation.

We recommend for Cincinnati Public Schools the use of its Education Center as the operational base for the Extended School Program. This CPS building already includes many facilities both necessary and helpful to conducting a free-flowing program, such as:

exterior sidewalk and traffic conditions
public building entrance and lobby
telephone switchboard
mail slots
automatic passenger elevators
freight loading docks, dollies, and associated equipment
hand-operated freight elevators
kitchen appliances and equipment, stove, refrigerators, sinks
food preparation materials, pots and pans, cutlery
eating facilities, dining setups, china and glassware
lounge area simulating home living room
lavatories
offices with attendant machines and equipment
maintenance shop with a variety of tools and materials

We recommend that some additional space at the Education Center be allocated specifically to the Division of Special Education for the Extended School Program. A minimum of 600 square feet in one large or several small rooms would be important for setup and storage of materials and equipment to be brought in and kept at our own location as inventory belonging to the program. This would include:

small gym apparatus, mats, barbells, climber, stationary bicycle, record player
variety of clocks, telephones, small household items
first aid supplies
clothing with various openings, fastenings, lacings
tool chest
sewing machine and sewing notions
beauty and cosmetic equipment, curl rollers, hair dryer
shaving materials
bed and bed linens
household cleaning materials

This ownership of inventory in a Board of Education facility under the control of Cincinnati Public School personnel assures that the Extended School Program will be of highest quality and have the maximum flexibility in scheduling and content.

Within our stated concept that each aspect of the Personal Adjustment Program reinforces the others, we urge the simultaneous introduction of as many facets of it as possible. The fulfillment of an Extended School Program on Saturdays at the Education Center certainly should be an immediate consideration. As a longer range goal, however, the ultimate in facilities for an optimum total program would be ownership of a house. For training indoors and outdoors under conditions of all sorts this would be the ideal, where situations could always be tailored to our varying needs. Cincinnati Public School ownership of a house for exclusive use by the Division of Special Education s Personal Adjustment Program would offer innumerable and unique opportunities, including the following:

1) indoor and outdoor facilities for training pupils in all aspects of living situations and under all weather conditions

2) adaptability of interior and exterior and equipment to

alterations, permitting the simulation of different real-life encounters for each pupil and insuring greater success in transferring learned skills

3) providing opportunities for parents to observe their child's development and accomplishments, increasing the liklihood of encouragement and practice at home

4) availability of our own space at any given time, permitting otherwise unrealizable flexibility of programming

5) permanent storage for a large inventory of materials and equipment for daily living and special skills, as well as space to leave unfinished ongoing projects

6) supervised training on a professional level for University of Cincinnati Teachers College students while serving as assistants in the program

7) incorporation of a summer program for our pupils in the years prior to and after their participation in the Summer Session as recommended in the following section

We are mindful of the serious problems of financing, location and maintenance that this recommendation carries with it. However, we genuinely believe that realization of this goal would bring our visually handicapped children consummate opportunities for growth and development, and place Cincinnati Public Schools in a position of creative leadership in its Mobility and Personal Adjustment commitment to the blind and partially-sighted children for whom it has responsibility. We recommend, therefore, that immediate investigation be undertaken to determine the feasibility of financing, locating, and maintaining a house to be used in the Personal Adjustment Program for the visually handicapped.

RECOMMENDATION:

Cincinnati Public Schools should establish an Extended School Program for Personal Adjustment, to be conducted under the direction of the Personal Adjustment teacher. This program should operate on alternate Saturdays during the school year, each session lasting for a full day, and school credit should be given to the pupils

enrolled. Professional staff should include the Orientation and Mobility teacher, one or more braille teachers, and classroom teachers of special subjects. Provisions should also be made for the selection and training of additional personnel to assist the staff. The Education Center and its facilities should be used as an operational base, with a minimum of 600 square feet assigned as a Personal Adjustment Room.

RECOMMENDATION

Cincinnati Public Schools should investigate the feasibility of acquiring and maintaining a house to be used by the Division of Special Education as its own physical plant from which to operate an Extended School Program and summer sessions as part of its Mobility and Personal Adjustment Programs.

VII
THE SUMMER SESSION

An intensive short-term summer session in a residential facility is planned as part of our total Personal Adjustment Program in order to offer different values for the blind child than are present in the Ongoing Curriculum or the Extended School Program. We must, however, seek these values in a setting with a staff skilled in teaching children. Our belief that visually handicapped children are best taught by experienced school teachers precludes the use of the usual short-term rehabilitation courses offered by agencies geared primarily to services for adventitiously blinded adults.

We recommend, therefore, that the most appropriate setting for our residential Summer Session is the Ohio State School for the Blind. Discussion with the Superintendent of the State School and the Director of its Summer Program resulted in a suggestion for cooperation to provide this Personal Adjustment training for Cincinnati Public School pupils. It is the conviction of the Cincinnati Public Schools and the State School that an effective Personal Adjustment Program must be closely allied with Orientation and Mobility. The current State School Summer Program is designed to reinforce the Personal Adjustment and Mobility curriculum of the regular school year. In addition, the program includes daily living skills, sensory training, sex education, consumer education, and field trips emphasizing the use of sensory clues. The Superintendent of the State School suggested that five to ten Cincinnati Public School pupils could be accommodated in their summer program. The Director of the Summer Program concurred,

and made the further suggestion that the Director of Special Education of CPS be involved in the planning and development of the program. The residential setting for a Summer Session as part of our total Personal Adjustment Program has several specific advantages for our pupils:

1) It offers intensive daily training during a concentrated period of time, as differentiated from the approach of either the Ongoing Curriculum or the Extended School Program. This intensity is not a value in itself, however, but only as part of our recommended trio of services We know that personal adjustment training for congenitally blind children at rehabilitation centers is often successful only in a most limited way. Frequently it is terminated short of anticipated goals, with accompanying disappointment and frustration. These are understandable conditions in crash programs. The implication that everything offered must be learned quickly or the opportunity will be lost forever is built in to a short term session which is an entity by itself. There is no provision for the educational reality of reaching an achievement plateau and needing time for growth, maturity, and consolidation of skills. A short term course as part of a year round program, however, is preceded by readiness training and followed by supportive practice and continued learning.

2) The summer residential program is conducted during a time that is free from the academic pressures of the school year.

3) It is conducted in a situation in which the child is not subject to the emotional conflict so often operative between the adolescent and his family as he strives for independence.

4) The residential program insures a 24-hour day of supervised Personal Adjustment learning, working and living In this experience of independence away from home the child has responsibilities for care of himself, his belongings, and his room. He must maintain an expected level of accountability in these areas, and does not return at the end of each day to a home which may allow or encourage lapses into old patterns of lazy, non-skilled functioning and behavior.

5) Peer group relationships and associations with teachers must be acceptably sustained over an extended time, since no opportunity is present for justifying objectionable behavior to an oversympathetic and protective family.

6) Pupil personnel in a program at an installation the size of The State School means the inclusion of a number of blind children not already known to our local pupils. This is

an advantage because it increases their circle of acquaintances, but more important because it offers fresh opportunities for wholesome competition. We must realize that by the time a blind child enters junior high school he has already spent a great deal of his time growing up in frequent contact with the blind peer group of his home community. Special friendships and animosities have developed, as well as cliques of in-groups and out-groups, and each child knows pretty well what to expect from further relationships within the same group associations. The less well the blind child functions the more he is denied socializing opportunities with his sighted classmates, even though we place him in what is intended to be an integrated school situation The introduction of new persons into his life involves new friendships, new standards, and new motivations, and this becomes possible only in a program which draws from greater geographical areas than his home environs.

7) The State School operation is a suitable atmosphere for involvement of the child's parents and teachers. Parents can observe progress without being in a position to undermine it in any way, and can compare their child's progress in relationship to an enlarged student body. There would also be opportunity for discussions of the parental role in using and reinforcing skills after the child returns home. For our teachers it can be an occasion for observing and learning new techniques, adapting of old known methods, exchange of ideas with other teachers, and preparing to supervise their pupils during the coming year in the use of the skills they have learned.

RECOMMENDATION:

Cincinnati Public Schools should make provision to enroll a certain number of its visually handicapped pupils in the 1970 Summer Session at the Ohio State School for the Blind. The director of Special Education shall select the candidates and cooperate with the State School for the Blind in the planning and development of the program for these pupils.

VIII
FINANCIAL IMPLICATIONS

The sources of funds available for implementing the Personal Adjustment Program are fourfold: Cincinnati Public School budget, Title VI grants, State Services for the Blind, and private funds, and all four should be used in whatever combination necessary in order to begin the program immediately and to make it fully operational within the shortest possible time. While a definite price tag cannot be put on the total program or any of its components, certain areas of expenditure can be outlined and certain costs approximated.

THE ONGOING CURRICULUM:

1. The Personal Adjustment Teacher will be a regular member of the Special Education staff and his salary will be allocated in the Cincinnati Public School budget. It has already been suggested that the counseling cases be assigned to him, and it is further suggested that the P.A. teacher be the contact with those families whose children are on the waiting list for admission into the program for visually handicapped.
2. Training at the Industrial Home for the Blind for the Personal Adjustment teacher will cost approximately $1600 for six weeks. This should be sought in a Title VI grant or from private funds.
3. Training for teachers of the visually handicapped and classroom teachers for the Ongoing Curriculum and the Extended School Program has many aspects. It has been recommended that the State Department of Special Education be requested to develop a first course for our teachers similar to the course offered at the University of Texas College of Education, summer, 1969, and to develop other courses as the program progresses. It is hoped that tuition for these courses and a

stipend will be paid to those who attend.

It may be desirable to have teachers attend courses held at different campuses or agencies.

The American Foundation for the Blind specialists who will provide specific skills training to teachers receive $75 per day, plus travel and expenses.

Such trained professionals as those from Helena Rubenstein will come to give their expertise to teachers if they are reimbursed for travel and living expenses.

The cost of bringing university personnel to conduct a course varies depending upon the individual, the length of time he spends, whether or not degree credit is sought, and other related factors

Title VI grants and private funds are the likely sources of absorbing the cost of these training programs.

4. The cost of social services in the Personal Adjustment Program is a variable which will depend on the design of the program itself, the social services being provided to the pupils receiving intensive cane travel under the Orientation and Mobility program, the kind of counseling being received under Cincinnati Public Schools auspices by parents of visually handicapped pupils. These facets of social service should be written into any implementation grant and due consideration must be given to maintaining them beyond the demonstration period.

THE EXTENDED SCHOOL PROGRAM:

There are four basic costs in the operation of this program: staff, transportation, supplies, and equipment. The latter is, for the most part, a one-time expenditure, and efforts should be made to

acquire this through an implementation grant or to seek endowment of the Personal Adjustment Room and the permanent equipment to be used in the program, such as stationary bicycle, tools, appliances, etc

Salaries will be paid to the P A. teacher and O&M teacher, who will participate in the program every week, and to the different braille and classroom teachers who will be active staff from time to time. It is possible that the P.A. and O&M teachers will be able to take compensatory time for this. Although the university students and high school pupils suggested as assistants may wish to serve as volunteers, it would be quite appropriate for them to be paid.

It must be recognized that transportation to and from the program will have to be arranged. While parents might cooperate in this matter, they cannot be relied upon to do so. As an extension of our school program visually handicapped pupils should be eligible for transportation service but there are administrative problems connected with this which will require staff consultation for solution. It is possible that some of the older pupils will be able to travel to and from the program independently. Transportation for field trips will have to be arranged, too.

Among the expendable items for which money will be needed are food for the lunches, sewing supplies, cosmetics, etc.

The recommendation for a house to be used for the Extended School Program and for summer programs is, unlike the rest of the Personal Adjustment Program, expensive to implement. Unquestionably private funds will have to be sought, and the Director of Special Education should be informed of the precise conditions under which the Board of Education would accept such a house as a gift. The Director should then prepare an outlined description of the physical require-

ments such as location, space, safety factors, etc. and proceed to take steps to seek the private funds necessary to secure a suitable house.

THE SUMMER SESSION:

Tuition for a six week program is estimated at approximately $1,000 per pupil, and the actual cost will be the amount charged by the State School for the Blind to the Bureau of Services for the Blind, which has always paid tuition for pupils enrolled in the summer program. State Services should be urged to accept The Summer Session as their financial responsibility, even though the session we advocate is different from the traditional summer "crash program." If State Services can not assume this responsibility, Cincinnati Public Schools must. A Title VI proposal should be written for this, with the evaluation procedure being a recommendation that State Services be asked to pay for the Summer Session in the future if it is successful. Private funds should be sought for the tuition should a third alternative be necessary.

IX

RECOMMENDATION FOR FURTHER STUDY

Our present study of Personal Adjustment needs as well as our 1968 study of Orientation and Mobility needs of visually handicapped school age children convinces us that the later we start teaching the less successful we are likely to be, and the more difficult is the task for both teacher and pupil. This, combined with the knowledge that blind children need extra training to compensate for their sensory deprivation, leads to the question "What are the needs of pre-school visually handicapped children?"

When "The Development of Young Blind Children" was presented by the Division of Special Education to a group of parents the view was expressed that the information in that booklet filled a gaping void. Parents participating in the discussion group conducted in connection with the Orientation and Mobility Program have expressed the feeling that there was a great need for such a group when the experience of having a blind child was new and most painful.

RECOMMENDATION:

Cincinnati Public Schools should undertake a study of the needs of pre-school visually handicapped children with a view toward outlining an appropriate program for them and their families.

X
SUMMARY OF RECOMMENDATIONS

Cincinnati Public Schools should assume responsibility for personal adjustment training for visually handicapped pupils in its program.

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Cincinnati Public Schools should develop a Personal Adjustment Program consisting of the following three parts:

ONGOING CURRICULUM
EXTENDED SCHOOL PROGRAM
SUMMER SESSION

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The curriculum for visually handicapped pupils should be re-evaluated and the requirements for graduation be studied with a view toward allowing credit for adapted courses.

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Cincinnati Public Schools should select someone from its staff and send him to be trained at the Industrial Home for the Blind as a Personal Adjustment teacher. This staff member must have the necessary qualifications to work well with blind children, a background in occupational therapy, and teaching experience.

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Cincinnati Public Schools should explore with the Ohio Department of Special Education the development of summer Teacher Training Institutes especially designed to meet the challenge of implementing the Personal Adjustment Program. An Institute should be planned for the summer of 1970, and others designed in the future to meet

the needs which develop as the program progresses. To prepare them for their roles in the Personal Adjustment Program, teachers of the visually handicapped, classroom teachers of relevant subjects, principals and counselors should receive training not only at these Institutes but in other appropriate courses and workshops

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Under the supervision of the Director of Special Education, the Personal Adjustment teacher should design and implement the Personal Adjustment program for Cincinnati Public Schools. The Personal Adjustment teacher s responsibilities should include:

incorporating the Personal Adjustment Program into the Ongoing Curriculum

developing each blind and partially-sighted child's schedule, in cooperation with the braille teacher and counselor, in order to bring to him the maximum values of the Personal Adjustment Program throughout his school career. Priority must be given to the oldest pupils, with a flexible master plan for all of the visually handicapped pupils

assisting classroom teachers in special techniques for adapting their subject material for blind pupils

working with the agency providing social service for our Mobility Program in order to bring the Personal Adjustment Program within their sphere of functioning for the benefit of the child and his family

cooperating with the Director of Special Education in interpreting the Personal Adjustment Program to school personnel and the general public

planning and directing the Extended School Program

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The slow learning visually handicapped should have their academic requirements terminated as early as practicable, and there should be substituted a program with an emphasis on self care, personal

management, and modified pre-vocational training.

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Cincinnati Public Schools should establish an Extended School Program for Personal Adjustment, to be conducted under the direction of the Personal Adjustment teacher. This program should operate on alternate Saturdays during the school year, each session lasting for a full day, and school credit should be given to the pupils enrolled Professional staff should include the Orientation and Mobility teacher, one or more braille teachers, and classroom teachers of special subjects. Provision should also be made for the selection and training of additional personnel to assist the staff. The Education Center and its facilities should be used as an operational base, with a minimum of 600 square feet assigned as a Personal Adjustment Room.

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Cincinnati Public Schools should investigate the feasibility of acquiring and maintaining a house to be used by the Division of Special Education as its own physical plant from which to operate an Extended School Program and summer sessions as part of its Mobility and Personal Adjustment Programs.

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Cincinnati Public Schools should make provision to enroll a certain number of its visually handicapped pupils in the 1970 Summer Session at the Ohio State School for the Blind. The Director of Special Education shall select the candidates and cooperate with the State School for the Blind in the planning

and development of the program for these pupils.

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Cincinnati Public Schools should undertake a study of the needs of pre-school visually handicapped children with a view toward outlining an appropriate program for them and their families.

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